



## Mountain View Elementary

6350 Mountain View Road  
Taylors, Sc 29687

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	798 Students	
<b>Principal</b>	Tommy Hughes	864-355-6800
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Good	Average
2005	Good	At-Risk
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

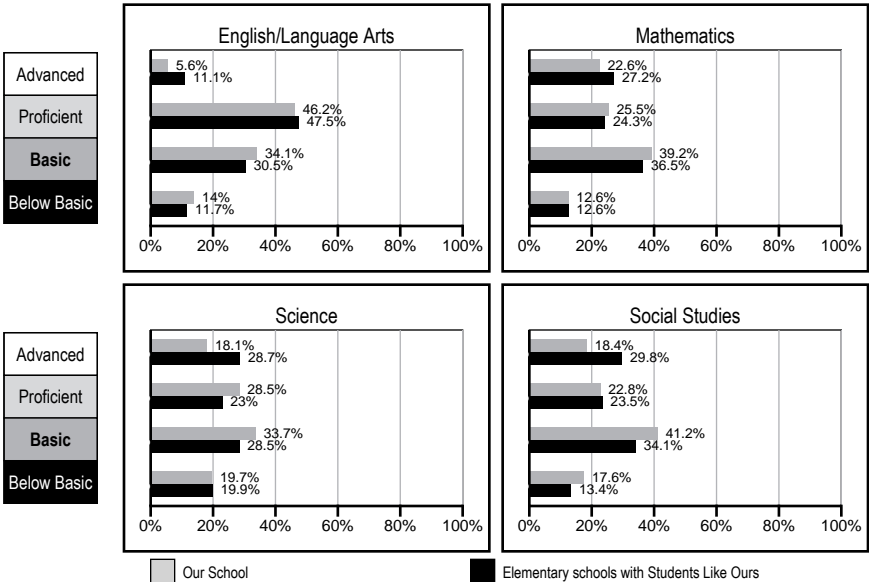
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	22	8	2	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=798)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.3%	1.6%	2.3%
Attendance rate	96.6%	Up from 95.9%	96.7%	96.3%
Eligible for gifted and talented	18.4%	Down from 19.3%	21.5%	10.4%
With disabilities other than speech	12.2%	Up from 10.3%	6.9%	7.5%
Older than usual for grade	0.2%	Down from 1.4%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	67.3%	Up from 61.7%	60.3%	56.7%
Continuing contract teachers	86.5%	Up from 85.1%	82.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.3%	Down from 90.4%	88.2%	86.4%
Teacher attendance rate	96.1%	Down from 96.6%	95.3%	94.9%
Average teacher salary	\$44,515	Up 3.7%	\$47,734	\$45,345
Professional development days/teacher	12.8 days	Up from 12.2 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.7 to 1	20.6 to 1	18.5 to 1
Prime instructional time	91.2%	Down from 91.3%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,674	Up 12.8%	\$6,454	\$7,052
Percent of expenditures for instruction*	72.1%	Up from 70.3%	70.6%	69.1%
Percent of expenditures for teacher salaries*	65.7%	Up from 65.6%	65.7%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Mountain View Elementary in cooperation with the community is to provide a safe, positive environment, where children build skills, knowledge, and character needed for lifelong learning. Mountain View Elementary is a warm, community centered school steeped in rich tradition. We have received the Red Carpet Award twice, which honors schools that provide warm, friendly environments, where people not only are welcomed but also are made to feel as part of the school family. We have implemented Zest Quest, which is a school-wide wellness program. Mountain View received the Safe Schools award and the National PTA Unit Achievement Award.

Our faculty members participate in many worthwhile professional development opportunities, such as the pursuit of advanced degrees, technology training, and study in brain-based learning. Six teachers are currently National Board Certified. Mountain View teachers have received the national winner for the Presidential Award for Excellence in Math and Science and the Peace Center "Pops" Teacher of the Year. Our principal received the Greenville County Principal of the Year award.

Our Professional Development School partnership with North Greenville University continues to grow and strengthen as we support interns, members of our faculty serve on the NGU Advisory Council, and our PDS committee works to commit our mission and goals to a written document. We also offer many opportunities for students to develop leadership skills and to take part in service learning.

We have developed the school portfolio, a working document that is updated annually. The purpose of the portfolio is to create a clear picture of who we are and how we go about the business of educating children. The portfolio contains information about our school demographics, our current programs, our partnerships with business and community, and test score data. We can use these data to evaluate programs and policies and assess their effectiveness. Using the portfolio, the school received an excellent report from the SACS visit in March 2004. Mountain View will have the next SACS visit in the fall of 2008. As a result of ongoing professional development, teacher and student technology proficiency has greatly improved. The school's technology was completely upgraded in the fall of 2007. Technology is integrated into content learning. It is also used as a major means of communication.

Tommy Hughes, Principal  
Mr. & Mrs. Jon Craig, SIC Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	116	72
Percent satisfied with learning environment	98.0%	97.4%	98.6%
Percent satisfied with social and physical environment	100.0%	96.6%	95.8%
Percent satisfied with school-home relations	93.9%	98.3%	97.2%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	394	100	14	34.1	46.2	5.6	63.2	52.4	48.2	Yes	Yes
Gender											
Male	197	100	17	36.2	42.6	4.3	59	46.1	41.7	N/A	N/A
Female	197	100	10.9	32.1	50	7.1	67.4	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	357	100	13	32.8	47.9	6.2	64.5	62.3	60	Yes	Yes
African American	19	100	33.3	44.4	22.2	0	50	31.7	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	79	100	52.7	27	17.6	2.7	29.7	20.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	122	100	25	38.4	34.8	1.8	49.1	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	394	100	12.6	39.2	25.5	22.6	65.6	49.5	45.8	Yes	Yes
Gender											
Male	197	100	11.7	39.4	23.9	25	64.9	49.9	45.6	N/A	N/A
Female	197	100	13.6	39.1	27.2	20.1	66.3	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	357	100	10.7	39.1	26.6	23.7	68.3	59.4	59	Yes	Yes
African American	19	100	38.9	50	5.6	5.6	11.1	27.2	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	79	100	37.8	39.2	17.6	5.4	35.1	20.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	122	100	21.4	50	14.3	14.3	50	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	263	100	19.7	33.7	28.5	18.1	46.6	39.3	35.7	96.6	96.5
Gender											
Male	129	100	18.5	32.3	25.8	23.4	49.2	41.6	37.4	96.6	96.4
Female	134	100	20.8	35.2	31.2	12.8	44	36.9	33.8	96.6	96.6
Racial/Ethnic Group											
White	235	100	16.6	34.1	30	19.3	49.3	49.7	49.2	96.6	96.4
African American	14	100	46.2	30.8	23.1	0	23.1	18.2	17	97.2	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.6	97.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	96.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.6	95.3
Disability Status											
Disabled	54	100	43.1	29.4	21.6	5.9	27.5	16.3	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	96.8	97.2
Socio-Economic Status											
Subsided meals	73	100	33.3	33.3	26.1	7.2	33.3	21.3	21.1	95.7	95.8

Social Studies

All Students	263	100	17.6	41.2	22.8	18.4	41.2	38.1	34	96.6	96.5
Gender											
Male	127	100	13.3	41.7	23.3	21.7	45	41	36.6	96.6	96.4
Female	136	100	21.5	40.8	22.3	15.4	37.7	35	31.3	96.6	96.6
Racial/Ethnic Group											
White	240	100	16.6	41.5	22.7	19.2	41.9	46.1	44.5	96.6	96.4
African American	11	100	40	30	20	10	30	20.5	19.1	97.2	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.6	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	96.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.6	95.3
Disability Status											
Disabled	48	100	45.7	39.1	8.7	6.5	15.2	17.1	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	96.8	97.2
Socio-Economic Status											
Subsided meals	88	100	24.4	43.9	20.7	11	31.7	22.8	21	95.7	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	112	100	8.7	31.1	58.3	1.9	60.2
	4	118	100	14.3	41.1	41.1	3.6	44.6
	5	136	99.3	11.6	56.6	31	0.8	31.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	140	100	10.1	27.1	54.3	8.5	62.8
	4	132	100	17.3	36.2	41.7	4.7	46.5
	5	122	100	14.7	39.7	42.2	3.4	45.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	112	100	10.7	62.1	20.4	6.8	27.2
	4	118	100	11.6	39.3	25.9	23.2	49.1
	5	136	100	16.2	43.8	20	2.0	40
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	140	100	14	45.7	20.9	19.4	40.3
	4	132	100	12.6	37.8	24.4	25.2	49.6
	5	122	100	11.2	33.6	31.9	23.3	55.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	58	100	35.3	43.1	15.7	5.9	21.6
	4	118	100	25.9	29.5	26.8	17.9	44.6
	5	69	100	29.2	32.3	18.5	20	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	15.9	34.9	38.1	11.1	49.2
	4	132	100	24.4	33.1	23.6	18.9	42.5
	5	61	100	13.6	33.9	28.8	23.7	52.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	54	100	3.8	61.5	32.7	1.9	34.6
	4	118	100	17	41.1	20.5	21.4	42
	5	67	100	23.1	41.5	23.1	12.3	35.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	13.6	42.4	25.8	18.2	43.9
	4	132	100	18.1	40.2	23.6	18.1	41.7
	5	61	100	21.1	42.1	17.5	19.3	36.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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